

READINGTON PUBLIC SCHOOL DISTRICT

2nd Grade Social Studies 2026

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I. PURPOSE AND OVERVIEW

The Readington Township School District Social Studies Curriculum adheres to the belief that social studies education should foster, for all students, the ability to understand their world and to have an appreciation for the heritage of America with a high degree of literacy in civics, history, economics, and geography. Our curriculum's foundation is an inquiry-based learning model which prepares students to produce and critically consume information in our global society.

II. RATIONALE SOCIAL STUDIES CURRICULUM

All students receive social studies instruction from Kindergarten through Grade 8. Today's challenges are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues. Authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world prepare students for college, careers, and civic life. The natural integration of technology in social studies education allows students to overcome geographic borders, apply scientific and mathematical analysis to historical questions and contemporary issues, appreciate cultural diversity, and experience events through the examination of primary sources.

III. GOALS

This curriculum is linked to the 2020 New Jersey Student Learning Standards for Social Studies. Each unit is connected directly to the Mission and Vision, Performance Expectations, Disciplinary Concepts and Core Ideas, and Practices outlined in this document.

IV. ASSESSMENT

Assessment is an essential element of effective instruction and is an ongoing process. Its primary purpose is to provide precise and meaningful data regarding student achievement of intended learning targets. In social studies, there are two facets of learning that are assessed quantitatively and qualitatively: content and skill. The data produced by formative and summative measurement of these aspects of learning is used to build on student successes and adjust instruction to meet individual needs.

Evidence of academic growth can be demonstrated in multiple ways throughout each unit. A variety of assessment formats have been developed, and current academic research is always at the forefront when assessing our students. Assessments include, but are not limited to, teacher-made tests and quizzes, observations, performance tasks, rubrics, written responses, presentations, investigations, resulting projects that take informed action, and analysis of primary sources, charts, and diagrams. [Accommodations and modifications](#) are available for those students who demonstrate a need and can be located on the curriculum page of the district website.

V. PACING GUIDE

Units	Key Topics
Unit 1 Meeting Needs and Wants September to November	• Identify needs and wants • Explain why, how, and where we save, spend, and give money • Identify evidence of economic concepts (producers, consumers, goods, services)

Unit 2 Our Changing Landscape December to March	• Identify environmental characteristics • Compare images from the past to those from the present to describe changes in a place over time • Use geographic information (maps, images) to make inferences about changes to the landscape • Describe how the availability of resources impacts the ability to meet needs • Analyze access to resources that meet basic human needs in different regions
Unit 3 Innovation April to June	• Make predictions, observations, and inferences about innovative people, ideas, and objects • Use evidence to evaluate the impact of a specific invention or innovation • Sequence and investigate relationships between events on a timeline • Use different types of sources (historical photos, patent drawings, biographies) to understand the past • Generate, evaluate, and implement ideas to act on civic challenges in the school or wider community, and predict possible results of those actions

VI. UNITS OF STUDY

2nd Grade: Unit 1 Meeting Needs and Wants
Desired Results
Standards: 6.1.2.EconET.1: Explain the difference between needs and wants. 6.1.2.EconET.2: Cite examples of choices people make when resources are scarce. 6.1.2.EconET.3: Describe how supply and demand influence price and output of products. 6.1.2.EconET.4: Explain the impact that decisions about savings, debt, and investment can have on individuals' lives. 6.1.2.EconET.5: Describe how local and state governments make decisions that affect individuals and the community. 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services. 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.

6.1.2.EconEM.3: Identify the ways in which people exchange(d) goods and services today, and in the past (e.g., purchase, borrow, barter). 6.1.2.EconNE.2: Describe examples of goods and services that governments provide. 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.	
Understandings: - Communities are created to meet our common needs, giving us a sense of belonging, trust, care, and safety. - Community members work together to shape the world around them.	Essential Questions: - Why can't I have everything I want? - How do community producers meet our needs and wants? - How do we make tough choices when spending money? - How does a community meet our collective needs?
<i>Students will be able to...</i> Module 1: - Generate ideas about needs and wants - Generate ideas of important civic features of a community - Collaborate with peers Module 2: - Distinguish between needs and wants - Explain how scarcity necessitates decision-making - Provide a rationale for economic choices - Identify the opportunity cost of decisions (ex. to give up something you want for something you want more) Module3: - Identify how people meet their needs and wants by using scarce resources - Describe how and why people save money for a future goal - Explain the concept of saving as giving up buying something today in order to buy something more valuable or important in the future - Recognize that money is earned from work done Module 4: - Explain how producers in a community meet wants and needs - Analyze scenarios to identify examples of economic concepts (producers, consumers, goods, services) - Describe examples of resources that producers use to provide goods or services - Create a plan to produce a good or service based on consumer demand Module 5: - Analyze case studies to investigate how people can contribute to meeting community needs and wants - Identify evidence of how people use human and capital resources to accomplish shared tasks - Identify challenges and opportunities in their own community - Generate ideas for solutions to challenges	
Learning Activities	
Module 1: - Hook: Creating a Community Model - Generating Investigation Questions Module 2:	

- Exploring Needs and Wants
- Game Board Critique
- Making Tough Choices
- Debriefing Tough Choices

Module 3:

- Earning and Saving
- Evaluating Benefits and Costs
- Working Toward a Goal
- Reflecting on Saving and Spending
 - Investment Lesson: [Stock Ownership, Teacher's Guide page 3-iv, Student Guide, Activity 3-3](#)

Module 4:

- Exploring Goods, Services, Producers, and Consumers
- How Producers Create a Good or Service
- Meeting Our Community's Needs or Wants

Module 5:

- Time, Talent, Treasure
 - Holocaust Activity: Read the story *How We Are All Different and Alike*. Discuss what makes us all different and alike. Discuss the consequences of not accepting other people's differences.
- Case Study: Young People Make a Difference
 - [Design Your Personal Cloak](#): Design your own cloak that reflects your identity, influences, and ideals. Discuss how these ideas can help you make a difference. (AAPI)
- Synthesizing Findings and Drawing Conclusions

Interdisciplinary Connections

ELA: L.VL.2.2. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies. Activity: Read *Spending and Saving* by Jennifer Colby. Locate the terms from the unit vocabulary cards in the text and use them when discussing the book with the class.

Math 2.DL.B.4.D.10. Draw a picture graph and a bar graph (with single-unit scale) to represent a data set with up to four categories. Solve simple put together, take-apart, and compare problems using information presented in a bar graph. Activity: Students will create a survey of items wanted and needed. Once the data is collected, the students will then share their information using a graph of their choice.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Act as a responsible and contributing community member and employee. **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, I-LSI-2). **9.4.2.TL.3:** Enter information into a spreadsheet and sort the information. **Activity:** Students will work with a partner to analyze a minimum of 3 images indicating if they see a good, service, producer, or consumer in the image. Then they will write what they see in the image that falls into any of those categories and how they contribute to the community.

9.2.2.CAP.2: Explain why employers are willing to pay individuals to work. There are benefits and drawbacks to being an entrepreneur. **Activity:** Students will be given a set of cards. The cards list various businesses. The students will sort the business cards from most necessary to least necessary.

9.4.2.CI.1: Demonstrate openness to new ideas and perspectives. **Activity:** As a group, students will create their own community. Within the new community, they will set new rules and laws.

Computer Science and Design Thinking

8.1.2.DA.1: Collect and present data, including climate change data, in various visual formats. **Activity:** Students will create a survey about needs and wants. Students will then collect the data and present it on a data sheet.

Assessment Evidence

Formative:

- Observe the class and gauge their general entry point to key concepts and skills; look for:
 - o Identifies needs and wants
 - o Identifies important community features
 - o Contributes ideas, takes turns to speak, compromises
- "Tough Choices! Reflection" handouts
- "Let's Take Action" handouts
- Producer Plan handout

Summative:

- Reflecting on Saving and Spending checkpoint assessment
- Working Toward Goals handouts
- Meeting Our Community's Needs or Wants checkpoint assessment
- Module 2 Observations teacher worksheet
- Module 3 Content Check handouts
- Module 3 Observations teacher worksheet
- Module 4 Observations teacher worksheet
- Module 5 Observations teacher worksheet
- Unit project

Benchmark:

Inquiry Product Rubric
Student Participation Assessment

Alternative:

- Teacher observation
- Oral reporting of assessments

Resources

Core Materials:

- inquirED Inquiry Journeys Grade 2

Supplemental Materials:

- BrainPOP Jr.
- Epic
- [Take a Trip! • ABCya!](#)
- [Ben's Guide](#)
- <https://www.enchantedlearning.com/>
- Technology:
 - Chromebooks

2nd Grade: Unit 2 Our Changing Landscape

Desired Results

Standards:

- 6.1.2.HistoryCA.1: Make an evidence-based argument how and why communities change over time (e.g., locally, nationally, globally).
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time.
- 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history.
- 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives.
- 6.1.2.Geo.HE.1: Explain how seasonal weather changes, climate, and other environmental characteristics affect people's lives in a place or region.
- 6.1.2.Geo.HE.2: Describe how human activities affect the culture and environmental characteristics of places or regions (e.g., transportation, housing, dietary needs).
- 6.1.2.Geo.HE.3: Identify cultural and environmental characteristics of different regions in New Jersey and the United States.
- 6.1.2.Geo.HE.4: Investigate the relationship between the physical environment of a place and the economic activities found there.
- 6.1.2.Geo.GI.1: Explain why and how people, goods, and ideas move from place to place.
- 6.1.2.Geo.GI.2: Use technology to understand the culture and physical characteristics of regions.
- 6.3.2.CivicsPD.1: With adult guidance and support, bring awareness of a local issue to school and/or community members and make recommendations for change.
- 6.3.2.GeoGI.1: Investigate a global issue such as climate change, its significance, and share information about how it impacts different regions around the world.
- 6.3.2.GeoGI.2: Collect data and consider sources from multiple perspectives to become informed about an environmental issue and identify possible solutions.
- 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.
- 6.1.2.HistoryUP.2: Use evidence to demonstrate how an individual's beliefs, values, and traditions may change and/or reflect more than one culture.

6.1.2.HistoryUP.3: Use examples from the past and present to describe how stereotyping and prejudice can lead to conflict.

Understandings:

- Exploring our relationship to the physical world around us begins with identifying our own geographical location and the physical features of that location.
- We access and depend on the natural resources that surround us.
- We modify the landscape, and those modifications can have an impact on land, water, and living things.
- We can take action to improve our world in response to the changing landscape.

Essential Questions:

- What are geographic features, and how might they change over time?
- How do people depend on the environment to meet their needs?
- What are the impacts of human modifications to the landscape?
- How can people respond to problems in a changing landscape?

Students will be able to...

Module 1:

- Identify environmental characteristics
- Compare images from the past to those from the present to describe changes in a place over time

Module 2:

- Analyze a variety of types of maps to identify geographic features
- Describe geographic features of the local state or region
- Describe natural resources and how they are used, including those of the state or region
- Describe the climate of the state or region and how it affects daily life

Module 3:

- Describe basic survival needs of living things (food, water, shelter, and air)
- Identify natural resources, including air, sunlight, water, and resources from the land (soil, rock, wood)
- Describe ways that humans use available natural resources to meet their basic needs
- Explain how access to natural resources impacts way of life

Module 4:

- Describe some human modifications to the landscape
- Explain how and why humans modify the environment
- Describe benefits and challenges related to modifications to the landscape

Module 5:

- Use case studies to investigate how communities address challenges in their landscape or surroundings
- Describe steps people can take to help address local, regional, or global problems related to the landscape
- Identify challenges and opportunities related to the local landscape

Module 6: Informed Action- Focus on a Global Climate Change Issue

- Draw on disciplinary concepts to explain opportunities for addressing local, regional, or global problems
- Generate, evaluate, and implement ideas to act on civic challenges in the school or wider community, and predict possible results of those actions
- Use a range of deliberative and democratic procedures to make decisions about effective courses of action
- Take ownership of work in terms of quality, degree of challenge, revision, and completion

Learning Activities

Module 1:

- Hook: Changing Landscapes
- Generating Investigation Questions

Module 2:

- Our Geography
 - [Cardinal Directions and Geographic Features](#) (Amistad)
- Natural Resources
- Climate and Weather
- Landscapes Then and Now
- Reflecting on Our Landscape

Module 3:

- Meeting Our Basic Needs
- Accessing Water in Different Environments
- Food Production Past and Present
- How Shelters Connect to Their Environments
- Reflecting on Basic Needs
- Survival Plan Partner Critique

Module 4:

- Introduction to Modifications
- Growing Population, Growing Impact
- Trees as a Landscape Modification
- Reflecting on Modifications

Module 5:

- Case Study: Saving Baby Turtles
- Case Study: Farming in a City
- Case Study: Restoring the Landscape
 - Wangari Maathai (Amistad)
- Synthesizing Findings and Drawing Conclusions
- Constructing the Inquiry Challenge Statement

Module 6: The teacher and students from each classroom will select their inquiry product from the ideas provided in the Inquiry Product section of the Unit Dashboard. Focus on a Global Climate Change Issue.

- Brainstorm: Comparing Models to Develop Success Criteria
- Brainstorm: Team Norms
- Brainstorm: Generating Ideas for the Work
- Prototype: Outlining the Written Work
- Improve: Critiquing Rough Drafts
- Improve: Developing the Work
- Share: Crafting a Maker Statement
- Share: Practicing to Present the Work
- Reflect: Revisiting the Inquiry Challenge

Interdisciplinary Connections

ELA: RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. Activity: Read the book *Looking at Landforms* by Ellen Mitten. Students will work with a partner and create their own state, which will include various landforms. A key will be required to explain the areas.

The Arts: 1.2.2.Cr1c: Explore form ideas for media art production with support. **Activity:** Students will create various landforms using Model Magic. They will then write and describe their landform. Through a gallery walk, students will view their peers' work.

Career Readiness, Life Literacies, and Key Skills

Career Readiness, Life Literacies, and Key Skills Practices: Use technology to enhance productivity, increase collaboration, and communicate effectively. **9.4.2.DC.3:** Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4). **9.4.2.IML.3:** Use a variety of sources including multimedia sources to find information about topics such as climate change, with guidance and support from adults (e.g., 6.3.2.GeoGI.2, 6.1.2.HistorySE.3, W.2.6, 1-LSI-2). **9.4.2.TL.2:** Create a document using a word processing application. **Activity:** Students will make a Google Doc showing what supplies from the environment families need for survival.

9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Income is received from work in different ways, including regular payments, tips, commissions, and benefits. **Activity:** Students will create a list of jobs based on various locations. Discuss what jobs are required for some areas and what jobs cannot function in those areas.

9.4.2.CT.1: Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem. **Activity:** Students will watch the “Climate and Weather” video, which explains the difference between climate and weather and cites ways that climate impacts where and how we live. What is the difference between climate and weather? How does climate impact our way of life? After viewing, discuss responses to the guiding questions.

Computer Science and Design Thinking

8.1.2.NI.2: Describe how the Internet enables individuals to connect with others worldwide. **Activity:** Students will research how the land has changed over time in New Jersey. Students will then present their findings to their classmates.

Assessment Evidence

Formative:

- Observe the class and gauge their general entry point to key concepts and skills; look for:
 - Prior knowledge or misconceptions about environmental changes over time, including how human actions have caused change
 - Identifies evidence of a specific change from past to present
- Draft “Survival Plan” handouts
- “My Community Action Idea” handouts

Summative:

- “Our Changing Landscape” handouts
- “Survival Plan” handouts

Benchmark:

Inquiry Product Rubric
Student Participation Assessment

Alternative:

- Teacher observation
- Oral reporting of assessments

• “Modifications” handouts • Module 2 Observations teacher worksheet • Module 3 Content Check handouts • Module 3 Observations teacher worksheet • Module 4 Observations teacher worksheet • Module 5 Observations teacher worksheet • Unit project • "Action Module Observations" teacher worksheet	
Resources	
Core Materials: • Most updated version of InquirED Inquiry Journeys Grade 2 Supplemental Materials: • Technology: ◦ Chromebooks ◦ Brain Pop ◦ Ben's Guide ◦ Exploring Landforms and Bodies of Water for Kids - FreeSchool ◦ Learn About Maps - Symbols, Map Key, Compass Rose ◦ Enchanted Learning	

2nd Grade Unit 3 Innovation
Desired Results
Standards: 6.1.2.HistoryCC.1: Use multiple sources to create a chronological sequence of events that describes how and why your community has changed over time. 6.1.2.HistoryCC.2: Use a timeline of important events to make inferences about the "big picture" of history. 6.1.2.HistoryCC.3: Make inferences about how past events, individuals, and innovations affect our current lives. 6.1.2.HistoryUP.1: Use primary sources representing multiple perspectives to compare and make inferences about why there are different accounts of the same event. 6.1.2.HistorySE.1: Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history. 6.1.2.HistorySE.2: Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays). 6.1.2.CivicsCM.3: Explain how diversity, tolerance, fairness, and respect for others can contribute to individuals feeling accepted. 6.1.2.EconEM.1: Describe the skills and knowledge required to produce specific goods and services. 6.1.2.EconEM.2: Describe the goods and services that individuals and businesses in the local community produce and those that are produced in other communities.

• 6.1.2.EconGE.1: Cite examples of products that are produced domestically and sold abroad and produced abroad and sold domestically. 6.1.2.CivicsPD.1: Engage in discussions effectively by asking questions, considering facts, listening to the ideas of others, and sharing opinions.	
Understandings: • Innovation touches every facet of life – past, present, and future. • Innovation has led to significant changes in the way that people live, work, travel, communicate, and play.	Essential Questions: • How can we innovate to improve the world around us? • How has innovation changed daily life? • What does it take to be an innovator? • How does innovation impact society? • What is timeless about innovation?
<i>Students will be able to...</i> Module 1: • Make predictions, observations, and inferences about innovative people, ideas, and objects • Use sources to draw conclusions about the meaning of a vocabulary term ("innovative") Module 2: • Analyze historical sources to gather information about the past • Describe common sparks and impacts of innovation • Use evidence to evaluate the impact of a specific invention or innovation • Sequence and investigate relationships between events on a timeline Module 3: • Use primary and secondary sources to investigate an individual who has shaped historical change • Use text evidence to draw conclusions about characteristics and actions of effective innovators • Use different types of sources (historical photos, patent drawings, biographies) to understand the past Module 4: • Identify major innovations of the Industrial Revolution and their impacts • Describe how innovations change society, using historical and contemporary examples • Sequence and investigate relationships between events on a timeline • Identify and use different types of historical sources (historical photos, oral history, legend) to understand the past • Analyze and compare content and points of view reflected in historical sources • Reflect on the strengths and limitations of historical sources Module 5: • Use case studies to investigate how people are improving their communities through innovation • Identify timeless problems and possibilities that have been addressed through innovation • Describe practices and habits of mind that help and hinder innovation • Use evidence to predict the potential impacts of modern-day inventions • Generate ideas about local challenges and opportunities that might be addressed through innovation	
Learning Activities	
Module 1: • Hook: Recognizing Innovation • Generating Investigation Questions Module 2: • Innovation Changes Lives • Innovations Over Time • Reflecting on Innovation Module 3:	

• Innovator Investigation (Amistad) • Innovator Profile • Innovator Profile Partner Critique • Reflecting on Innovators (LHH) Module 4: • Exploring the Industrial Revolution • Investigating the Textile Mills (LHH) • Analyzing a Legend as an Historical Source • Reflecting on the Industrial Revolution Module 5: • Innovating to Address Community Problems • Inventing the Future • Innovation Takes Persistence • Synthesizing Findings and Drawing Conclusions
Interdisciplinary Connections
ELA: RI.MF.2.6. Explain how specific illustrations and images (e.g., a diagram showing how a machine works) contribute to and clarify a text. Activity: Students will research various innovations and see how they have changed over time (i.e., computers, cochineal- red dye). (LHH) The Arts: 1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. Activity: Students will examine instruments and how they have evolved over time. Students will discuss music from different periods.
Career Readiness, Life Literacies, and Key Skills
Career Readiness, Life Literacies, and Key Skills Practices: Consider the environmental, social and economic impacts of decisions. 9.4.2.DC.7: Describe actions peers can take to positively impact climate change (e.g., 6.3.2.CivicsPD.1). 9.4.2.IML.1: Identify a simple search term to find information in a search engine or digital resource. 9.4.2.TL.6: Illustrate and communicate ideas and stories using multiple digital tools (e.g., SL.2.5). Activity: Students will discuss how innovations have impacted the environment, emphasizing if it is a negative or positive way. (LHH) 9.2.2.CAP.1: Make a list of different types of jobs and describe the skills associated with each job. Income is received from work in different ways, including regular payments, tips, commissions, and benefits. Activity: Students will make a list of jobs that have changed over the last 50 years and why. 9.4.2.CT.3: Use a variety of types of thinking to solve problems (e.g., inductive, deductive). Activity: Students work with a partner to create a poster on how to get peers to innovatively help with a school-wide problem (i.e., recess- all the equipment is out, lunch is too loud).
Computer Science and Design Thinking
8.1.2.IC.1: Compare how individuals live and work before and after the implementation of new computing technology. Activity: Students watch a video on how computers have changed over time. Discussing how people have benefited from them. Students discuss what they would like to see improved next.

Assessment Evidence	
Formative: - Observe the class discussion and review "Predict Investigate Conclude" handouts to gauge prior understanding of concepts and critical thinking; look for: - Accuracy of predictions about key term ("innovative") - Conclusions about the definition of the key term ("innovative") reflect content of the sources - Draft "Innovator Profile" handouts Summative: - Module 2 Observations teacher worksheet "Reflecting on Everyday Inventions" handouts - Module 3 Content Check" handouts "Innovator Profile" handouts - Module 3 Observations teacher worksheet - Module 4 Observations teacher worksheet "Reflecting on the Industrial Revolution" handouts - Module 5 Observations" teacher worksheet "Reflecting on the Future of Innovation" handouts - Unit project	Benchmark: Inquiry Product Rubric Student Participation Assessment Alternative: - Teacher observation - Oral reporting of assessments
Resources	
Core Materials: - Most updated version of inquirED Inquiry Journeys Grade 2 Supplemental Materials: - Technology: - Chromebook Take a Trip! • ABCya! Enchanted Learning	

New Jersey Administrative Code Summary and Statutes covered in this document:

Integration of 21st Century Themes and Skills and Interdisciplinary Connections District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLS, according to N.J.A.C. 6A:8-2. 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum. 2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)).

Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).

“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

The Amistad Curriculum requirements in New Jersey (A1301) mandate that all public schools infuse the history of Africans and African Americans into K-12 social studies, world history, and other subject areas to provide a complete, accurate, and inclusive narrative of America. This law focuses on highlighting accomplishments and experiences across all academic areas.

Holocaust Law N.J.S.A. 18A:35-28: Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

New Jersey's curriculum legislation (P.L. 2021, c.416/S4021) mandates that all public schools integrate Asian American and Pacific Islander (AAPI) history and contributions into their curriculum for kindergarten through grade 12.

The Act concerning instruction on Latinos and Hispanics in public schools (A3871) requires school districts to provide instruction on the history and contributions of Latino and Hispanic Americans in grades K-12 as part of the implementation of the New Jersey Student Learning Standards.